



Formative Assessment Best Practices Recognition Program Plan

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School River City Middle School District Post Falls School District Position/Role 8th grade language arts/US history

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OUR PLAN

Activity: **Use close reading of Declaration of Independence (primary source) to increase student comprehension.**

Students will do a close-reading of the Declaration of Independence.

Step 1: Independently identify/define academic vocabulary

Step 2: In small groups, students read, annotate and summarize each of the five grievances.

Step 3: Whole group discuss and record the purpose of the document.

- **DOK Level # 3** Strategic Reasoning, Complex Reasoning – students move beyond the “how and why” to **justifying** the “how and why” for declaring independence. Students will look for bias, examine word choice, make inferences, and connect ideas using text references.

- **SBAC Claim # 1** Close reading of text

Classroom Practice Component	Points	Schoolnet Component	Points	Sharing Component	Points
Use close reading of primary sources to improve comprehension.	25	Create assessment in Schoolnet aligned to important elements of the declaration. Using ISAT test data, identify students who, last year, were basic or below-basic. <u>Quality Criteria Focus:</u> ✓ Clarify Intended Learning ✓ Elicit Evidence	25 10	Invite district Schoolnet Trainer (Mrs. Hurliman) to observe/evaluate the process of Schoolnet test taking in an 8 th grade classroom.	40

Activity: **US History Research Report**

Students work all first semester on a research report on a topic of their choice in history. Students generate four driving questions before beginning research and two more while exploring the resources. Students will focus on evaluating trustworthy and accurate sources, reporting bibliography information accurately, paraphrasing works and avoiding plagiarism. Parentheticals are used for reference of direct citations. Facts are collected on notecards and organized into an outline based on claims and evidence. The final document is submitted in paragraph form with a title page, an introduction, body, summary, and a work cited page. Final project submitted in Google Docs.

- **DOK Level # 4** Synthesize information across multiple sources/texts, articulate a new voice, new knowledge or perspective.
- **SBAC Claim # 2, 3, 4** Read closely complex informational texts for a wide range of purposes. Students engage in research and inquiry to investigate topics, analyze and integrate information.

Classroom Practice Component	Points	Schoolnet Component	Points	Sharing Component	Points
Use a depth of knowledge 4 activity in a	40	Create formative assessment quiz on identify trustworthy and accurate	35	Write a “My Classroom then and now and share it in Edmodo.”	10





lesson / unit		resources in Schoolnet.			
Formative/interim benchmarks addressed along the way.		<u>Quality Criteria FOCUS:</u> ✓ Clarify Intended Learning ✓ Interpret Evidence		Upload documents to Pinterest under the Middle School Research Report Folder	10
<ul style="list-style-type: none"> - research folder completion - driving questions - notecards - title page - works cited page - outline - introduction - body - closing 				Hyperlink resources to our 8 th grade school webpage (snappages.com)	10

Activity: Identifying components of Argumentative Writing (language and history)

Students will write an argumentative essay. Special attention is given to academic vocabulary: (e.g. pros, cons, claims, counter claim, evidence). Resources provided from Scholastic Scope Magazine 2013/2014. Two members of our team with focus on writing the argument in ELA and our other team member will model argument writing in US history.

Special attention given to imbedding ongoing formative assessment, small group support and interim quizzes.

➤ **DOK Level # 3,4** Strategic Thinking / Reasoning and Extended Thinking

Cite evidence based on a logical argument or conjectures, describe solution methods, verify reasonableness of results; synthesize information across multiple texts, develop your own perspective based on text evidence.

➤ **SBAC Claim #2** Writing students can produce well-grounded writing for a range of purposes and audiences.

Classroom Practice Component	Points	Schoolnet Component	Points	Sharing Component	Points
Model argument writing lesson in ELA and US history.	35	Create a formative in Schoolnet addressing elements of Argumentative Writing. <u>Quality Criteria FOCUS:</u> ✓ Clarify Intended Learning ✓ Interpret Evidence	35	Provide River City Schoolnet training on making and administering assessments. River City teachers may need log-in and navigation remediation.	30

Teams 300 Total Points~

Signature of Applicant (Team Contact) _____

Signature of Principal _____

Please scan and forward electronically to Nancy Thomas Price, Idaho State Department of Education, nthomasprice@sde.idaho.gov
Use Additional Space as needed. For Questions call 208-332-6988 To Be Completed by SDE:

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